

Memorandum of Understanding

Between Pierce College Federation of Teachers (PCFT)

and Pierce College District 11 (Pierce College)

Changes to Sections 11.9 and 13.15 of the Negotiated Agreement

The parties met during Winter and Spring quarters 2022 to discuss a limited number of bargaining topics and authorize specific changes to the Negotiated Agreement to be effective July 1, 2022. This is one of those changes.

The parties agree to carry forward these language changes during official bargaining for the July 2023 – June 2026 Negotiated Agreement (contract bargaining expected to begin October 2022).

SECTION 11.9: ADJUNCT FACULTY PROGRESSION: LEVELS, BENEFITS, AND EXPECTATIONS

- A. Administration and PCFT agree it is in their best interest to make level progression a manageable process that is consistent and transparent across departments and divisions. A centrally-managed system will be established at the district level for assigning and tracking adjunct faculty levels, and maintaining a course qualifications list that is available to faculty. Adjunct faculty who have submitted applications to move to another level will be identified in this system, and the PCFT president or designee will have access to this.
- B. Adjunct faculty levels. The following information provides details for each adjunct faculty level, as well as requirements and expectations for progressing from one level to the next. These levels have been created in order to provide promotional opportunities for adjunct faculty and in recognition of Washington State's 2005 Best Practices for Adjunct Faculty. Progression through these levels does not qualify any faculty member as a full-time or tenured faculty member.
 1. Assistant adjunct faculty (level 1)
 - a. Observation & evaluation
 - (1) Student evaluation in all sections taught
 - (2) Observation by chair/coordinator/dean/designee in each course within the first two quarters that the course is taught, not to exceed three observations per year (dean and chair/coordinator/designee will work together to determine the degree and intensity of evaluation necessary in all courses of a specific course sequence)
 - b. Professional development
 - (1) Funds available to support professional development (see Section 10.8)
 - (2) Support for participation in formal professional development opportunities to support progression after the first year
 - c. Benefits
 - (1) Support for limited professional development
 - (2) Opportunity for additional stipended work outside of teaching/learning (e.g. advising, departmental work, committee work, etc.), as appropriate
 - d. Credit cap & office hours
 - (1) 50 credits per academic year with at least one quarter of reduced credits (less than 13 credits) in two-year cycle
 - (2) Up to 21 credits in summer quarter
 - (3) Faculty should be available to meet with students 30 minutes per week per course taught and are encouraged to utilize available space to engage students/colleagues as appropriate.
 - (4) **Note:** In a circumstance wherein an adjunct faculty member works beyond these limits (i.e. does not take a reduced quarter), it is understood and agreed that this does not confer a vested right

to continued employment nor renewal of employment nor any expectation of future employment nor tenure nor permanent status.

2. Progression from assistant (level 1) to associate adjunct faculty (level 2) includes the following components:
 - a. Complete self-evaluation of teaching & learning
 - b. Minimum of 80% of sections evaluated (student evaluations) from most recent three (3) years.
 - c. Evaluation of effectiveness in teaching and student success (e.g. student evaluations, dean evaluation, and teaching observations), and any other relevant engagement activities, conducted by chair/coordinator/designee and dean, reviewed/approved by vice president of learning & student success. The dean evaluation could incorporate the use of institutionally generated student success data. A mutually agreed upon collection of key indicators will be collaboratively developed and implemented.
 - (1) With regard to "other relevant engagement activities," there is not an expectation of placing additional uncompensated work on faculty members.
 - d. Have taught in at least six (6) quarters over three (3) consecutive years, with at least one (1) quarter per year
 - e. Completion of professional development activities, ~~such as the online teaching series, adjunct faculty cohort, Summer Institute, ELAD ProfDev track(s), or a VP/dean approved Pro tech professional development plan (or similarly developed and approved program)~~ around racial equity/inclusive pedagogy.
 - f. Once an adjunct faculty member has completed/met the above criteria to apply for progression, the faculty member shall make a formal request/application to the director/chair/coordinator and division dean who will review all materials and consult with the vice president of learning & student success regarding promotion. The vice president of Learning and Student Success will make the final decision regarding advancement to the next level. A faculty member must wait one full quarter before reapplying. If an application is submitted within one year, other applications will be prioritized for first review.
 - a- (1) Once a faculty member has submitted their packet, communication of a decision and/or next steps will be made within four instructional weeks of submission. Decisions and/or next steps can include accept, a request for further information, or deny. Once a request for further information has been completed by the faculty member to the satisfaction of the director/chair/coordinator and dean, a decision will be made within four instructional weeks of the submission of the requested information.
 - b- (2) The Union will be notified when an application is accepted or denied.
 - g. Improvement plan. Adjunct faculty in the assistant level who apply for but are not granted the opportunity to advance to level 2 due to concerns identified in the evaluation will be given the opportunity to meet with their chair/coordinator and dean (faculty will be notified of their opportunity to request a union representative if desired) to discuss the reasoning behind the decision not to grant the promotion and may develop, with the dean, a mutually agreed upon improvement plan to attempt to address their qualifications for promotion. Faculty on improvement plans will be identified in the centrally-managed system. The PCFT president or designee will have access to this. The existence of an improvement plan is neither a commitment nor a guarantee to future employment.
3. Associate adjunct faculty (level 2):
 - a. Observation & evaluation:
 - (1) Student evaluation in all sections taught
 - (2) Two observations over a period of four (4) years: one by the chair/coordinator/designee and one by the dean/designee. For adjunct faculty demonstrating an exemplary level of student success,

the dean may alter the observation schedule in consultation with the vice president for learning and student success.

- (3) Complete self-evaluation of teaching & learning every two (2) years (before meeting with chair/coordinator/dean/designee following observation)
 - b. Professional development
 - (1) Funds available to support professional development (see Section 10.8)
 - (2) Targeted ELAD Training
 - c. Benefits
 - (1) Support for increased professional development
 - (2) Eligibility to prequalify and be considered for course priority for adjunct selection (~~see Section 11.9.C below~~) as described in section 11.9.C.
 - (3) Eligibility for multi-term contracts
 - (4) Increase in base pay per Section 11.5 or 11.7
 - (5) Opportunity for additional stipended work outside of teaching/learning (e.g. advising, departmental work, committee work, etc.), as appropriate
 - (6) Pierce College business card
 - (7) Process for removal (see Section 11.9.G below)
 - d. Credit cap, office hours, and department ~~work~~
 - (1) 60 credits per academic year with at least one quarter of reduced credits (less than 13 credits) in two-year cycle
 - (2) Up to 21 credits in summer quarter
 - (3) Available for student consultation for a minimum of 30 minutes per week per course (in addition to availability before/after class)
 - (4) Maintain currency in departmental business (e.g. attend department meetings, Assessment Day, etc.)
 - (5) Note: In a circumstance wherein an adjunct faculty member works beyond these limits (i.e. does not take a reduced quarter), it is understood and agreed that this does not confer a vested right to continued employment nor renewal of employment nor any expectation of future employment nor tenure nor permanent status.
4. Progression from associate (level 2) to senior adjunct faculty (level 3) includes the following components:
- a. Complete self-evaluation of teaching & learning
 - b. Minimum of 80% of sections evaluated (student evaluations) from most recent three (3) years.
 - c. Evaluation of effectiveness in teaching and student success (e.g. student evaluations, dean evaluation, and teaching observations), and any other relevant engagement activities, conducted by chair/coordinator/designee and dean, reviewed/approved by vice president of learning & student success. The dean evaluation could incorporate the use of institutionally generated student success data. A mutually agreed upon collection of key indicators will be collaboratively developed and implemented.
 - (1) With regard to "other relevant engagement activities," there is not an expectation of placing additional uncompensated work on faculty members.
 - d. Have taught in at least 12 quarters over five (5) years, with at least one year as associate adjunct (level 2)

- e. Completion of professional development activities, such as the online teaching series, adjunct faculty cohort, Summer Institute, ELAD ProfDev track(s), or a VP/dean approved pro-tech professional development plan (or similarly developed and approved program).
 - f. Once an adjunct faculty member has completed/met the above criteria to apply for progression, the faculty member shall make a formal request/application to director/chair/coordinator and the dean who will review all materials and consult with the vice president for learning & student success regarding promotion. The vice president for learning and student success will make the final decision regarding advancement to the next level. A faculty member must wait one full quarter before reapplying. If an application is submitted within one year, other applications will be prioritized for first review.
 - g. Improvement plan: Adjunct faculty in the associate level who apply for but are not granted the opportunity to advance to level 3 due to concerns identified in the evaluation will be given the opportunity to meet with their chair/coordinator and dean (faculty will be notified of their opportunity to request a union representative if desired) to discuss the reasoning behind the decision not to grant the promotion and may develop, with the dean, a mutually agreed upon improvement plan to attempt to address their qualifications for promotion. Faculty on improvement plans will be identified in the centrally-managed system. The PCFT president or designee will have access to this. The existence of an improvement plan does not grant additional priority beyond the level 2 consideration.
5. Senior adjunct faculty (level 3):
- a. Observation & evaluation
 - (1) Student evaluation in all sections taught
 - (2) Two observations over a period of four (4) years: one by the chair/coordinator/designee and one by the dean/designee. For adjunct faculty demonstrating an exemplary level of student success, the dean may alter the observation schedule in consultation with the vice president for learning & student success.
 - (3) Complete self-evaluation of teaching & learning every two (2) years (before meeting with dean following observation)
 - (4) Evaluation of effectiveness in additional stipended work
 - (5) A meeting to review the evaluation of effectiveness in teaching and student success (e.g. student evaluations, dean evaluations, and teaching observations), and any other relevant engagement activities will be conducted by the dean once every four years. The dean evaluation could incorporate the use of institutionally-generated student success data.
 - b. Professional development
 - (1) Targeted ELAD training
 - (2) Funds available to support professional development (see Section 10.8)
 - (3) Provide mentorship to other adjunct faculty for approved adjunct professional development/ELAD activities as needed/qualified/appropriate
 - c. Benefits
 - (1) Support for general professional development
 - (2) Highest level of priority as element in adjunct course assignment (see Section 11.9.C)
 - (3) Increase in base pay per Section 11.5 or 11.7
 - (4) Expected additional stipended work outside of teaching/learning (e.g. advising, departmental work, committee work, etc.), as appropriate
 - (5) Eligibility for multi-term contract

- (6) Pierce College business card
- (7) Process for removal (see Section 11.9.G below)
- (8) If applying for a full-time faculty position at Pierce College, a first-round interview will be offered, provided minimum qualifications and all application requirements have been met.

d. Credit cap & office hours

- (1) 60 credits per academic year with at least one quarter of reduced credits (less than 13 credits) in two-year cycle
- (2) Up to 21 credits in summer quarter
- (3) Available for student consultation for a minimum of one hour per week per course (in addition to availability before/after class), with a minimum of two hours per week
- (4) Maintain currency in departmental business (e.g. attend department meetings, Assessment Day, etc.)
- (5) Note: In a circumstance wherein an adjunct faculty member works beyond these limits (i.e. does not take a reduced quarter), it is understood and agreed that this does not confer a vested right to continued employment nor renewal of employment nor any expectation of future employment nor tenure nor permanent status.

C. Eligibility for course priority consideration

- 1. Adjunct faculty become eligible for course priority consideration as a benefit of progressing to levels two (associate adjunct faculty) and three (senior adjunct faculty). There is no course priority consideration for level one (assistant adjunct faculty).
- 2. In addition, adjunct faculty must complete a course pre-qualification for each course for which they wish to have priority consideration. Elements included in the pre-qualification include, but may not be limited to,
 - a. Appropriate and current credentials to teach the respective course(s)
 - b. Success in teaching the course at least twice within the previous 15 months (demonstrated by a review of evaluations completed by students, faculty, and administration)
- 3. In tandem with adjunct faculty progression (Section 11.9.B), and consistent with Sections 5.2.A, B, C, and F, and 11.9.D, the dean/director, in consultation with the department chair/coordinator, will consider the following elements when determining priority for adjunct faculty in courses for which they are qualified.

The primary consideration for existing staffed courses is faculty training and experience (in this case, specifically the level 2 or 3 adjunct currently teaching the course), unless there is an overriding student need.

In the case of unstaffed courses, the following criteria will be considered: student needs, faculty credentials, faculty level, experience (particularly related to the specific course), availability, and other appropriate factors.

In general, assignments are made in the following order (and consistent with Sections 5.2.A, B, C, and F, and 11.9.D):

- Tenured, tenure-track, permanent non-tenured faculty
- Multi-term contracted adjunct faculty
- Moonlights
- Senior adjunct (level 3)
- Associate adjunct (level 2)
- Assistant adjunct (level 1)

If adjunct faculty have questions about the process for assigning sections, they can contact their director/chair/coordinator and/or dean. If there are concerns, they may subsequently contact the union for clarification.

D. Multi-term contracts

1. Upon progression to associate (level 2) or senior adjunct faculty (level 3), the adjunct faculty member is eligible to be considered for a multi-term contract. Multi-term contracts are annual contracts of employment for up to four (4) quarters within the credit limitations of each adjunct faculty level. Individual contracts will specify the quarters and number of credits.
2. In programs with stable class schedules and enrollments, the director/chair/coordinator will confer with the dean(s) to identify potential adjunct faculty for multi-term contracts and will confer with the appropriate campus vice president(s) for learning and student success to determine the viability of offering multi-term contracts. The campus vice president will determine the viability of offering multi-term contracts to adjunct faculty by the end of winter quarter of the prior academic year. The campus vice president will recommend adjunct faculty for consideration to the campus president after considering factors such as the recommendations of the dean and program chair/coordinator, evaluations, adjunct faculty level, enrollment in classes taught by the faculty member, and other considerations benefiting student need and success.
3. Classes assigned to adjunct faculty holding multi-term contracts are not subject to bumping by full-time faculty. If/when a class is cancelled, adjunct faculty may be reassigned, accept additional equivalent work, or choose to reduce the annual contract.

[Note: Multi-term contracts are one of the items listed in Washington State's 2005 Best Practices for Adjunct Faculty as a means of achieving "a form of job security" for regularly employed adjunct faculty.]

- E. For the duration of this contract, in order to assure the ability to meet processing timelines, each dean will be expected to conduct up to 10 observations and process up to 10 level advancement applications per year (four quarters), in the order they are received.
- F. An existing observation conducted within the previous three (3) years may be submitted for the required director/chair/coordinator/dean observation. Otherwise, the adjunct faculty member may request an observation from the dean.
 1. For adjunct librarians, counselors, and faculty counselor/advisors, alternatives to classroom observations and student evaluations will be determined as appropriate to achieve a comprehensive assessment of quality.
- G. After a faculty member's application has been approved for advancement to the next level, that level change and associated pay increase will take effect at the start of the academic quarter immediately following approval.
- H. Formerly tenured or permanent status faculty can obtain course priority prequalification after confirming
 1. Recent teaching at Pierce College within the last 24 months.
 2. Up-to-date resume and official transcript on file with the Human Resources office.
 3. Written recommendation for course priority by department chair/coordinator and dean.

They are eligible to advance on the levels as adjunct faculty. Their full-time work at the college can be counted toward their progression to level two.

- I. Reduction in level. If an adjunct faculty member in level 2 or 3 wishes to revert to a lower level, or if other conditions prompt reassignment, the faculty member will contact and consult with the appropriate director/chair/coordinator and create a plan for reduction in level, if appropriate, which will be reviewed and approved by the dean in consultation with the vice president of learning and student success. Salary, benefits, and other factors will align with the Level assignment after the reduction. Such reductions may also be prompted by, but not limited to:
 1. When the adjunct faculty member fails to accept three (3) consecutive and feasible assignment offers;
 2. When the adjunct faculty member is not employed for three (3) consecutive quarters

- J. Removal. Once an adjunct faculty member has progressed into level 2 or 3, removal from employment may occur.
1. At the request of the adjunct faculty member.
 2. If performance concerns arise, such concerns will be addressed with the individual. If appropriate, an improvement plan will be initiated. If the adjunct faculty member is not successful in meeting the expectations of the improvement plan, s/he will be informed as to the nature of the deficiencies and can be removed from the schedule.
 - a. If an improvement plan is not appropriate, s/he will be informed and can be removed from the schedule.
 3. When the adjunct faculty member is terminated mid-contract for cause in accordance with Section 11.16.
- K. Neither the progression to any adjunct level, nor the acceptance of additional benefits and duties (stipended or not), nor any circumstance wherein a faculty member works beyond the adjunct faculty credit/course limits confer a vested right to continued employment nor renewal of employment nor any expectation of future employment nor tenure nor permanent status.

Other assigned stipended work cannot equal or exceed the workload of a full-time faculty member. Assignments should not be made simultaneously in both advising and shared governance areas.

SECTION 13.15: ADJUNCT FACULTY PROGRESSION, PIERCE COLLEGE AT JBLM LEVELS, BENEFITS, AND EXPECTATIONS

- A. Administration and PCFT agree it is in their best interest to make level progression a manageable process that is consistent and transparent across departments and divisions. A centrally-managed system will be established at the district level for assigning and tracking adjunct faculty levels, and maintaining a course qualifications list that is available to faculty. Adjunct faculty who have submitted applications to move to another level will be identified in this system, and the PCFT president or designee will have access to this.
- B. Adjunct faculty levels. The following information provides details for each adjunct faculty level, as well as requirements and expectations for progressing from one level to the next. These levels have been created in order to provide promotional opportunities for adjunct faculty and in recognition of Washington State's 2005 Best Practices for Adjunct Faculty. Progression through these levels does not qualify any faculty member as a full-time, tenured, or permanent status faculty member.
1. Assistant adjunct faculty (level 1)
 - a. Observation & evaluation
 - (1) Student evaluation in all sections taught
 - (2) Observation by chair/coordinator/dean/designee in each course within the first two quarters that the course is taught, not to exceed three observations per year (dean and chair/coordinator/designee will work together to determine the degree and intensity of evaluation necessary in all courses of a specific course sequence)
 - b. Professional development
 - (1) Support for professional development, as funds are available.
 - (2) Support for participation in formal professional development opportunities to support progression after the first year
 - c. Benefits
 - (1) Support for limited professional development
 - (2) Opportunity for additional stipended work outside of teaching/learning (e.g. advising, departmental work, committee work, etc.), as appropriate
 - d. Credit cap & office hours

- (1) 50 credits per academic year with at least one quarter of reduced credits (less than 13 credits) in two-year cycle. A level one professor can teach no more than 2,125 student-credit-hours* per the district's fiscal year, July 1 – June 30 and no more than 550 student credit hours in any given term. There must be at least one reduced quarter of under 440 student credit hours in a two year cycle, including summers.
 - ~~(2) Up to 21 credits in summer quarter~~
 - (3) Faculty should be available to meet (in-person or online) with students 30 minutes per week per course taught and are encouraged to coordinate with Pierce College at JBLM administration to access available space to engage students/colleagues as appropriate.
 - (4) Note: In a circumstance wherein an adjunct faculty member works beyond these limits (i.e. does not take a reduced quarter), it is understood and agreed that this does not confer a vested right to continued employment nor renewal of employment nor any expectation of future employment nor tenure nor permanent status.
2. Progression from assistant (level 1) to associate adjunct faculty (level 2) includes the following components:
- a. Complete self-evaluation of teaching & learning
 - b. Minimum of 80% of sections evaluated (student evaluations) from most recent three (3) years.
 - c. Evaluation of effectiveness in teaching and student success (e.g. student evaluations, dean evaluation, and teaching observations), and any other relevant engagement activities, conducted by chair/coordinator/designee and dean, reviewed/approved by vice president of learning & student success. The dean evaluation could incorporate the use of institutionally generated student success data. A mutually agreed upon collection of key indicators will be collaboratively developed and implemented.
 - (1) With regard to "other relevant engagement activities," there is not an expectation of placing additional uncompensated work on faculty members.
 - d. Have taught in at least six (6) quarters over three (3) consecutive years, with at least one (1) quarter per year
 - e. Completion of professional development activities, ~~such as the online teaching series, adjunct faculty cohort, Summer Institute, ELAD ProfDev track(s), or a VP/dean approved Pro tech professional development plan (or similarly developed and approved program)~~ around racial equity/inclusive pedagogy.
 - f. Once an adjunct faculty member has completed/met the above criteria to apply for progression, the faculty member shall make a formal request/application to the coordinator and dean of Instruction or designee who will review all materials and consult with the executive director of Pierce College at JBLM and appropriate vice president for learning and student success regarding promotion. The vice president for learning and student success will make the final decision regarding advancement to the next level. A faculty member must wait one full quarter before reapplying. If an application is submitted within one year, other applications will be prioritized for first review.
 - a. (1) Once a faculty member has submitted their packet, communication of a decision and/or next steps will be made within four instructional weeks of submission. Decisions and/or next steps can include accept, a request for further information, or deny. Once a request for further information has been completed by the faculty member to the satisfaction of the director/chair/coordinator and dean, a decision will be made within four (4) instructional weeks of the submission of the requested information.
 - b. (2) The Union will be notified when an application is accepted or denied.
 - g. Improvement plan. Adjunct faculty in the assistant level who apply for but are not granted the opportunity to advance to level 2 due to concerns identified in the evaluation will be given the opportunity to meet with their chair/coordinator and dean (faculty will be notified of their

request a union representative if desired) to discuss the reasoning behind the decision not to grant the promotion and may develop, with the dean, a mutually agreed upon improvement plan to attempt to address their qualifications for promotion. Faculty on improvement plans will be identified in the centrally-managed system. The PCFT president or designee will have access to this. The existence of an improvement plan is neither a commitment nor a guarantee to future employment.

3. Associate adjunct faculty (level 2):

a. Observation & evaluation:

- (1) Student evaluation in all sections taught
- (2) Two (2) observations over a period of four (4) years: one by the chair/coordinator/designee and one by the dean/designee. For adjunct faculty demonstrating an exemplary level of student success, the dean may alter the observation schedule in consultation with the vice president for learning and student success.
- (3) Complete self-evaluation of teaching & learning every two (2) years (before meeting with chair/coordinator/dean/designee following observation)

b. Professional development

- (1) Support for professional development, as funds are available.
- (2) Targeted ELAD Training

c. Benefits

- (1) Support for increased professional development
- (2) Eligibility ~~to prequalify and be considered~~ for course priority ~~for adjunct selection (see Section C below)~~ as described in section 13.15.C.
- (3) Eligibility for multi-term contracts
- (4) Increase in base pay per Section 13.4
- (5) Opportunity for additional stipended work outside of teaching/learning (e.g. advising, departmental work, committee work, etc.), as appropriate
- (6) Pierce College business card
- (7) Process for removal (see Section 13.15.G below)

d. Credit cap, office hours, and department work

- (1) ~~60 credits per academic year with at least one quarter of reduced credits (less than 13 credits) in two year cycle~~ A level 2 professor can teach no more than 2,750 student-credit-hours* per the district's fiscal year, July 1 – June 30 and no more than 660 student credit hours in any given term. There must be at least one reduced quarter of under 440 student credit hours in a two year cycle, including summers.
- ~~(2)~~ Up to 21 credits in summer quarter
- ~~(3)~~ (2) Available for student consultation (in-person or online) for a minimum of 30 minutes per week per course (in addition to availability before/after class). Coordinate with Pierce College at JBLM administration to access available space to engage students/colleagues as appropriate.
- ~~(4)~~ (3) Maintain currency in departmental business (e.g. attend department meetings, Assessment Day, etc.)
- ~~(5)~~ (4) Note: In a circumstance wherein an adjunct faculty member works beyond these limits (i.e. does not take a reduced quarter), it is understood and agreed that this does not confer a vested right

to continued employment nor renewal of employment nor any expectation of future employment nor tenure nor permanent status.

4. Progression from associate (level 2) to senior adjunct faculty (level 3) includes the following components:
 - a. Complete self-evaluation of teaching & learning
 - b. Minimum of 80% of sections evaluated (student evaluations) from the most recent three (3) years.
 - c. Evaluation of effectiveness in teaching and student success (e.g. student evaluations, dean evaluation, and teaching observations), and any other relevant engagement activities, conducted by chair/coordinator/designee and dean, reviewed/approved by vice president for learning & student success. The dean evaluation could incorporate the use of institutionally generated student success data. A mutually agreed upon collection of key indicators will be collaboratively developed and implemented.
 - (1) With regard to "other relevant engagement activities," there is not an expectation of placing additional uncompensated work on faculty members.
 - d. Have taught in at least 12 quarters over five (5) years, with at least one year as associate adjunct (level 2)
 - e. Completion of professional development activities, such as the online teaching series, adjunct faculty cohort, Summer Institute, ELAD ProfDev track(s), or a VP/dean approved pro-tech professional development plan (or similarly developed and approved program).
 - f. Once an adjunct faculty member has completed/met the above criteria to apply for progression, the faculty member shall make a formal request/application to the coordinator and dean of Instruction or designee who will review all materials and consult with executive director of Pierce College at JBLM and the appropriate vice president for learning & student success regarding promotion. The vice president for learning and student success will make the final decision regarding advancement to the next level. A faculty member must wait one full quarter before reapplying. If an application is submitted within one year, other applications will be prioritized for first review.
 - g. Improvement plan: Adjunct faculty in the associate level who apply for but are not granted the opportunity to advance to level 3 due to concerns identified in the evaluation will be given the opportunity to meet with their chair/coordinator and dean (faculty will be notified of their opportunity to request a union representative if desired) to discuss the reasoning behind the decision not to grant the promotion and may develop, with the dean, a mutually agreed upon improvement plan to attempt to address their qualifications for promotion. Faculty on improvement plans will be identified in the centrally-managed system. The PCFT president or designee will have access to this. The existence of an improvement plan does not grant additional priority beyond the level 2 consideration.
5. Senior adjunct faculty (level 3):
 - a. Observation & evaluation
 - (1) Student evaluation in all sections taught
 - (2) Two (2) observations over a period of four (4) years: one by the chair/coordinator/designee and one by the dean/designee. For adjunct faculty demonstrating an exemplary level of student success, the dean may alter the observation schedule in consultation with the vice president for learning & student success.
 - (3) Complete self-evaluation of teaching & learning every two (2) years (before meeting with dean following observation)
 - (4) Evaluation of effectiveness in additional stipended work
 - (5) A meeting to review the evaluation of effectiveness in teaching and student success (e.g. student evaluations, dean evaluations, and teaching observations), and any other relevant engagement activities will be conducted by the dean once every four (4) years. The dean evaluation could incorporate the use of institutionally-generated student success data.

- b. Professional development
 - (1) Targeted ELAD training
 - (2) Support for professional development, as funds are available.
 - (3) Provide mentorship to other adjunct faculty for approved adjunct professional development/ELAD activities as needed/qualified/appropriate
- c. Benefits
 - (1) Support for general professional development
 - (2) Highest level of priority as element in adjunct course priority consideration (see Section C below)
 - (3) Increase in base pay per Section 13.4
 - (4) Expected additional stipended work outside of teaching/learning (e.g. advising, departmental work, committee work, etc.), as appropriate
 - (5) Eligibility for multi-term contract
 - (6) Pierce College business card
 - (7) Process for removal (see Section 13.15.G below)
 - (8) If applying for a full-time faculty position at Pierce College, a first-round interview will be offered, provided minimum qualifications and all application requirements have been met.
- d. Credit cap & office hours
 - (1) ~~60 credits per academic year with at least one quarter of reduced credits (less than 13 credits) in two-year cycle~~ A level 2 professor can teach no more than 2,750 student-credit-hours* per the district's fiscal year, July 1 – June 30 and no more than 660 student credit hours in any given term. There must be at least one reduced quarter of under 440 student credit hours in a two year cycle, including summers.
 - ~~(2) Up to 21 credits in summer quarter~~
 - (3) Available for student consultation (in-person or online) for a minimum of one hour per week per course (in addition to availability before/after class), with a minimum of two (2) hours per week. Coordinate with Pierce College at JBLM administration to access available space to engage students/colleagues as appropriate.
 - (4) Maintain currency in departmental business (e.g. attend department meetings, Assessment Day, etc.)
 - (5) Note: In a circumstance wherein an adjunct faculty member works beyond these limits (i.e. does not take a reduced quarter), it is understood and agreed that this does not confer a vested right to continued employment nor renewal of employment nor any expectation of future employment nor tenure nor permanent status.

C. Eligibility for course priority consideration

- 1. Adjunct faculty become eligible for course priority consideration as a benefit of progressing to levels two (associate adjunct faculty) and three (senior adjunct faculty). There is no course priority consideration for level one (assistant adjunct faculty).
- 2. In addition, adjunct faculty must complete a course pre-qualification for each course for which they wish to have priority consideration. Elements included in the pre-qualification include, but may not be limited to,
 - a. Appropriate and current credentials to teach the respective course(s)

- b. Success in teaching the course at least twice within the previous 15 months (demonstrated by a review of evaluations completed by students, faculty, and administration)
3. In tandem with adjunct faculty progression (Section 13.15.B), and consistent with Sections 5.2.C and 13.15.D, the dean/director, in consultation with the department chair/coordinator, will consider the following elements when determining priority for adjunct faculty in courses for which they are qualified.

The primary consideration for existing staffed courses is faculty training and experience (in this case, specifically the level 2 or 3 adjunct currently teaching the course), unless there is an overriding student need.

In the case of unstaffed courses, the following criteria will be considered: student needs, faculty credentials, faculty level, experience (particularly related to the specific course), availability, and other appropriate factors.

In general, assignments are made in the following order (and consistent with Sections 5.2.C and 13.15.D):

- Tenured, tenure-track, permanent non-tenured faculty
- Multi-term contracted adjunct faculty
- Moonlights
- Senior adjunct (level 3)
- Associate adjunct (level 2)
- Assistant adjunct (level 1)

If adjunct faculty have questions about the process for assigning sections, they can contact their director/chair/coordinator and/or dean. If there are concerns, they may subsequently contact the union for clarification.

D. Multi-term contracts

1. Upon progression to associate (level 2) or senior adjunct faculty (level 3), the adjunct faculty member is eligible to be considered for a multi-term contract. Multi-term contracts are annual contracts of employment for up to four (4) quarters within the credit limitations of each adjunct faculty level. Individual contracts will specify the quarters and number of credits.
2. In programs with stable class schedules and enrollments, the coordinator will confer with the dean of Instruction or designee to identify potential adjunct faculty for multi-term contracts and will confer with the executive director of Pierce College at JBLM to determine the viability of offering multi-term contracts. The executive director of Pierce College at JBLM will determine the viability of offering multi-term contracts to adjunct faculty by the end of winter quarter of the prior academic year. The executive director of Pierce College at JBLM will recommend adjunct faculty for consideration to the appropriate Pierce College president after considering factors such as the recommendations of the dean and program chair/coordinator, evaluations, adjunct faculty level, enrollment in classes taught by the faculty member, and other considerations benefiting student need and success.
3. Classes assigned to adjunct faculty holding multi-term contracts are not subject to bumping by full-time faculty. If/when a class is cancelled, adjunct faculty may be reassigned, accept additional equivalent work, or choose to reduce the annual contract.

[Note: Multi-term contracts are one of the items listed in Washington State's 2005 Best Practices for Adjunct Faculty as a means of achieving "a form of job security" for regularly employed adjunct faculty.]

- E. For the duration of this contract, in order to assure the ability to meet processing timelines, each dean will be expected to conduct up to 10 observations and process up to 10 level advancement applications per year (four quarters), in the order they are received.
- F. An existing observation conducted within the previous three years may be submitted for the required director/chair/coordinator/dean observation. Otherwise, the adjunct faculty member may request an observation from the dean.

G. After a faculty member's application has been approved for advancement to the next level, that level change and associated pay increase will take effect at the start of the academic quarter immediately following approval.

H. Formerly tenured or permanent status faculty can obtain course priority prequalification after confirming:

1. Recent teaching at Pierce College within the last 24 months.
2. Up-to-date resume and official transcript on file with the Human Resources office.
3. Written recommendation for course priority by department chair/coordinator and dean.

They are eligible to advance on the levels as adjunct faculty. Their full-time work at the college can be counted toward their progression to level two.

I. Reduction in level: If an adjunct faculty member in level 2 or 3 wishes to revert to a lower level, or if other conditions prompt reassignment, the faculty member will contact and consult with the appropriate coordinator and create a plan for reduction in level, if appropriate, which will be reviewed and approved by the dean of instruction or designee in consultation with the executive director of Pierce College at JBLM. Salary, benefits, and other factors will align with the Level assignment after the reduction. Such reductions may also be prompted by, but not limited to:

1. When the adjunct faculty member fails to accept three (3) consecutive and feasible assignment offers;
2. When the adjunct faculty member is not employed for three (3) consecutive quarters

J. Removal. Once an adjunct faculty member has progressed into level 2 or 3, removal from employment may occur:

1. At the request of the adjunct faculty member.
2. If performance concerns arise, such concerns will be addressed with the individual. If appropriate, an improvement plan will be initiated. If the adjunct faculty member is not successful in meeting the expectations of the improvement plan, s/he will be informed as to the nature of the deficiencies and can be removed from the schedule.
 - a. If an improvement plan is not appropriate, s/he will be informed and can be removed from the schedule.
3. When the adjunct faculty member is terminated mid-contract for cause in accordance with Section 13.16.

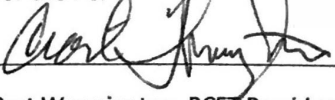
K. Neither the progression to any adjunct level, nor the acceptance of additional benefits and duties (stipended or not), nor any circumstance wherein a faculty member works beyond the adjunct faculty credit/course limits confer a vested right to continued employment nor renewal of employment nor any expectation of future employment nor tenure nor permanent status.

Other assigned stipended work cannot equal or exceed the workload of a full-time faculty member. Assignments should not be made simultaneously in both advising and shared governance areas.

*A student credit hour is defined as the credits or contact hours times the number of students. For example, a 3 credit lecture class with 15 students would be 45 student credit hours, 5 credit lecture class with 15 students is 75 student credit hours, and a 6 credit 40 lecture/40 lab hour class with 15 students would be 120 student credit hours.

Agreed to by the parties on the date signed below:

For the PCFT:


Curt Warmington, PCFT President

7/29/2022
Date

For Pierce College:


Holly Gorski, Vice President, Human Resources

08/01/2022
Date